

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary Middle High K-12

Name of Principal Mr. John Steven Cisneros
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Austin Catholic School
(As it should appear in the official records)

School Mailing Address 1911 San Antonio Street
(If address is P.O. Box, also include street address)

Austin Texas 78705-5517
City State Zip Code+4 (9 digits total)

County Travis School Code Number* N/A

Telephone (512) 477-3751 Fax (512) 477-3079

Website/URL www.staustin.org/school E-mail jcisneros@staustin.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Margaret McGettrick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Austin Tel. (512) 873-7771

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jack Barber
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	16	12	28
K	8	10	18		8	12	13	25
1	11	18	29		9			
2	11	13	24		10			
3	8	12	20		11			
4	8	13	21		12			
5	12	11	23		Other			
6	12	10	22					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								210

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>64</u> | % White |
| <u>1</u> | % Black or African American |
| <u>34</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: .95 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1 (same as in #5 above)	210
(5)	Subtotal in row (3) divided by total in row (4)	.0095
(6)	Amount in row (5) multiplied by 100	.95

8. Limited English Proficient students in the school: 0 %
 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Spanish, Polish, Tagalog, French, Czech, German

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

10. Students receiving special education services: 5 %
11 Total Number of Students Served

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>22</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 11:1

13.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	96%	97%	96%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	5%	11%	11%	21%	32%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>N/A</u>
Enrolled in a 4-year college or university	<u> </u> %
Enrolled in a community college	<u> </u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

St. Austin Catholic School was founded in 1917 as the parish elementary school (Kindergarten-8th) of St. Austin Catholic Church, serving its members in the immediate vicinity. Today, St. Austin's is no longer a neighborhood school, enrolling 210 students from throughout the Austin metropolitan area who represent 39 postal Zip Codes. St. Austin students come from these various areas of Austin, offering much diversity to our school community. Whatever the kind of diversity, there is no admissions "exam" administered to prospective students, since it is at the heart of our school's core values to embrace those who desire to experience our vibrant and dynamic community.

Our school's mission states that St. Austin Catholic School is an urban, parish-based elementary school dedicated to children's spiritual, intellectual, moral and physical formation. With the goal of preparing life-long learners, we take advantage of our proximity to the University of Texas at Austin and the resources of other neighboring institutions.

St. Austin Catholic School is located in the heart of Austin, Texas. The St. Austin campus is located one block from the main campus of the University of Texas, five blocks the Texas State Capitol complex and four blocks from the central offices of the Diocese of Austin, the Catholic Church of Central Texas. The location of these major educational and government venues place phenomenal opportunities at our school's doorstep, which greatly enhance our school's curriculum. The St. Austin Parent-Student Handbook states that the University of Texas and the State Capitol complex are extensions of our school's campus. On a regular basis, groups of students accompanied by parents and teachers may be seen walking to and from the University and the Capitol. These sojourns expose our students to cutting edge research, services provided by the larger Catholic Church and the democratic process in action; making connections between classroom and reality.

St. Austin Catholic School recognizes that, in general, schools offering a solid curriculum abound in Austin; however, it is our enriched curriculum as well as our emphasis on creating an inclusive, family-centered environment that makes a difference, and is a great influence on all facets of our school's success. The St. Austin community believes that it is not enough to offer a curriculum that meets minimum state standards. We believe it is essential to offer a curriculum that challenges students to develop the knowledge and skills necessary to be faith-filled, compassionate, thoughtful and active members of a diverse and global community.

At St. Austin Catholic School, our primary goal is to prepare children for heaven, not for Harvard. However, there are several stories of St. Austin graduates who matriculated at Harvard University. As a faith community and a learning community, through the partnership of faculty, parents and students, all the diversity that creates the St. Austin Catholic School experience is celebrated as evidenced by the achievements and successes of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Item #1:

St. Austin Catholic School administers the *Stanford Achievement Test, 9th Edition (SAT-9)* to all its students, without exception. While accommodations such as extended test taking time are provided for students with documented learning disabilities, no modifications are provided for the SAT-9 or any other area of the school's curriculum.

The SAT-9 test is a nationally norm referenced standardized achievement test. All students complete the same test items, under the same methods for administering the test, and all items are scored the same. An individual student's percentile rank in Math, for example, may be interpreted to mean that this rank is derived after comparing this student's responses to Math test items with those responses of a national "scientific" sampling of students from the same grade, tested at the same time of year, in the same test. Thus, if a student ranked at the 85th percentile in Math, it can be said that this student ranked in the top 15% of all students who took this same test; 85% performed at or below this same point, and 15% performed at or above this same point. The 85th percentile is not the same as earning a score of 85%; a percentile is a ranking of students who took the same test, while a percentage is a score reflecting how a student performed (correct vs. incorrect responses) on the test.

During the last three years of SAT-9 testing, St. Austin's 8th Grade students were ranked in Math between the 82nd and 92nd percentile. According to the Math percentile equivalents provided for the SAT-9 test by the U.S. Department of Education, these 8th Grade percentile ranks consistently represent scores in the top 10% of the nation.

Likewise, during the last three years of SAT-9 testing, St. Austin's 8th Grade students were ranked in Total Reading between the 84th and 88th percentile. According to the Reading percentile equivalents provided for the SAT-9 test by the U.S. Department of Education, these 8th Grade percentile ranks consistently represent scores in the top 10% of the nation.

The assessment data at the end of this application illustrates overall percentile ranks for all grades tested consistently in the top 10% of the nation. Disaggregated scores for the 34% of our students who are Hispanic show consistent improvement to illustrate a narrowing of the achievement gap between overall scores and those for this subgroup. Note must be made of one cohort of four students who represented the subgroup for '03-'04 8th Grade; two of these four students each have diagnosed learning disabilities; this same cohort was together for seven of the nine contiguous school years. While the overall percentile ranks for this cohort were consistently the lowest in our school, these same students demonstrated mastery of subject area content in our overall curriculum through alternative assessment instruments and student portfolios.

Item #2:

Each spring, very shortly after test results have been delivered to St. Austin's, a faculty meeting is held, dedicated to the review of the SAT-9 test results. This meeting begins with a basic review for faculty of such terms as "scaled scores," "percentiles" and "norm referenced." In this way, all faculty share a common understanding of what the assessment data represent. However, the great majority of this meeting time is spent reviewing the assessment data as they relate to specific standards and objectives.

Strengths and weaknesses viz. assessment data are identified. The weaknesses, those standards/objectives that will need to be reinforced in our curriculum are identified, and teachers are charged with designing

and developing teaching and learning activities within respective grade level (subject area) curricula. Subsequent to this spring meeting, teachers meet as an entire group, cadres of grade level instructors and cadres of subject area instructors, during which meetings ideas and plans are shared as teachers prepare for the next school year. It is not uncommon to find groups of teachers meeting, by their own choosing, during the summer break as they continue to plan improvements in our school's curriculum.

One week before a new school year begins, when all teachers are on duty for the school year, at least two days of all-faculty meetings are held, during which representatives offer the reports of the Math and Reading/Language Arts faculty planning groups. These reports delineate how the learning standards/objectives will be incorporated throughout the curriculum; not only in the particular Math and Reading/Language Arts curriculum, but other subject areas as well. Special care is taken to assure that standards/objectives which may need to be reinforced are being addressed throughout the curriculum, thus avoiding any temptation to "teach to the test."

The faculty meets each week, and every fourth meeting is dedicated to discuss curriculum. These meetings are "touchstone" meetings, where specific standards/objectives are identified and the faculty shares how these objectives have been addressed through the course of the preceding four weeks.

Item #3:

Once a year, towards the end of the school year, the principal hosts a "Principal's Report Card" meeting, to which are invited all faculty, parents and Board members. During this meeting, the principal delineates the academic achievement of our students: Private School Interscholastic Association (academic competition) ranking; number of students in Grades 6-8 who have earned Honor Roll or Principal's List distinction throughout the year; number of students in 5th and 7th Grade who have been selected to participate in the Duke University Talent Identification Program; last, but not least, a spreadsheet with total Reading and Math scores for the SAT-9, current year and prior five years, is displayed. The principal also reviews the curriculum focus areas (standards/objectives) as defined by the faculty at the beginning of the school year, in relation to the current assessment data. Questions from anyone in attendance are addressed, especially as they apply to assessment data and curriculum development.

Prior to the annual Principal's Report Card meeting, individual SAT-9 test results are sent home to respective parents, along with a booklet and handout from the test publishers to explain the test results, as well as a cover letter from the principal with an invitation to parents to make an appointment with the principal and discuss their child's SAT-9 test results.

The annual Principal's Report Card meeting is a summary meeting; however, the principal, in his weekly newsletter, regularly addresses ongoing student performance viz. teaching and learning activities/projects, and student achievement.

Students receive feedback on their performance for individual class assignments, tests, projects and activities by means of daily scores, test scores, mid-Quarter progress reports and Quarterly Report Cards. In addition, St. Austin's takes pride in the number of regularly scheduled parent-teacher conferences to make parents aware of individual student shortcomings and develop action plans to have these students meet academic success.

Item #4:

Undergraduate and graduate students regularly visit St. Austin Catholic School from the University of Texas, whose purpose is to observe how we implement various aspects of our curriculum. For example, our Kindergarten and 1st Grade Reading classes are visited at least once per semester by a group of

graduate Education students; at the end of the class visited, the graduate students meet with our Kindergarten and 1st Grade teachers to discuss what was observed.

Several teachers from local area elementary schools have visited our campus, have observed classes, and met with St. Austin teachers. Each of these visits was in response to a request to observe teaching and learning in our school.

Our principal served on the School Advisory Board of another local Catholic elementary school, and regularly offered information about the St. Austin curriculum, as well as invitations for their school faculty to visit our school.

St. Austin Catholic School is proud to enjoy a “good neighbor” relationship with the University of Texas. It is through such a relationship that St. Austin’s curriculum continues to be enriched, and it is through such a relationship that we are happy and willing to share what is our own good fortune. The faculty and administration of St. Austin’s is prepared to respond to any request from parents and professional colleagues to share about our school’s successes, to include assuming the leadership for professional development opportunities.

PART V – CURRICULUM AND INSTRUCTION

Item #1:

The standards of rigor, thought, authenticity and diversity are the hallmarks of the St. Austin curriculum. Through these standards, students are challenged to use higher order thinking skills, develop tools for life long learning, and be prepared as models of well-educated and socially conscious citizens.

Religion: The Religion curriculum provides opportunities for the student to develop a personal prayer life, a good sense of morals, actively participate in the liturgical experiences of the Church and exercise personal commitment through the sharing of spiritual gifts, temporal goods and service.

Language Arts (English): The goal of the Language Arts curriculum is to enable students to be confident and articulate in both the written and the spoken word.

Reading: The goal of the Reading curriculum is to enable students to develop a fluency in reading at their grade level, through the exploration of different genres of literature, which includes challenging texts. To encourage higher order thinking and reading skills, all students in Grades 2-5 participate in the Junior Great Books program.

Math: The goal of the Mathematics curriculum is to enable students to become mathematically literate. This term denotes an individual's ability to explore, to conjecture, and to reason logically, as well as to use a variety of mathematical methods to solve problems.

Science: The goal of the Science curriculum is to enable students to have a basic scientific understanding of the natural world and its processes to guide their decisions through life. As Christians, we have a responsibility to be the caretakers of God's world, and Science supplies the tools and understandings to enable us to do that.

Social Studies: The goal of the Social Studies curriculum is to enable students to be sensitive to God's generous gifts of the world and its people. Guided by the teachings of the Catholic Church, students will be prepared to participate in the democratic process and emerge as well rounded, responsible adults ready to meet the challenges of the 21st century.

Spanish: The goal of the Spanish curriculum is to introduce students to the language and Hispanic cultures. In Grades 7 and 8 Spanish is considered part of the core curriculum; students attend Spanish classes three times per week, 50 minutes per class period, and Spanish grades are included in the calculations for earning Honor Roll status at the end of each grading period.

In the St. Austin curriculum, special area subjects are considered essential to a well-rounded and quality education. The special area subjects are Music, Art, Technology, Library and Physical Education. Whether it is studying different genres of Art, reading challenging texts in the Library, or preparing media presentations, through special area subjects student learning becomes a multi-sensory, global learning experience.

Item #2a. (Elementary Schools)

The K-8 Reading curriculum is designed to rigorously immerse the students in all aspects of reading as well as using this curriculum as a springboard to easy cross-curricular integration. St. Austin has chosen

this approach to reading to encourage a love of reading, develop reading fluency, utilize higher order thinking skills, and honor reading as an imperative to life long learning.

Kindergarten and 1st Grade utilize a Houghton-Mifflin basal reading series in conjunction with the basal-based "Phigur It Owt" curriculum developed by Dr. Jim Guszak of the University of Texas. The program is self-paced and completely individualized; with each child working at his/her own pace. In the midst of this self-paced instruction, the expectation is that every child be reading a Grade 1.2 (above grade level) reader at the end of 1st Grade, reading fluency rates and written comprehension questions determine placement at the next level. Presently, 50% of our 1st Grade students are reading at Grade 2.1 reading level.

Grades 2 and 3 utilize the Houghton-Mifflin basal reading series and chapter books, with extensive supplemental writing and drama experiences from other sources.

Grades 4-8, novels are used in place of a basal reading series. Weekly vocabulary and spelling lists as well as writing assignments flow from the novels' themes. In addition to novels, a wide variety of reading materials, such as current events articles, plays, and poetry anthologies provide focus for specific themes which are used to teach literary elements with strong links to history, science, and religion through whole class lessons, guided readings, individualized readings, and individualized reading instruction.

Item 3:

Prompted by our school's core values we strive to reflect the tradition, ideals, faith and hope of the Roman Catholic Church. The St. Austin Religion curriculum provides a rich opportunity to integrate these essentials of our school's mission and core values, and provide thoughtful and provocative teaching and learning. The faculty defines a theme for each school year, which reflects the Catholic identity of our school. Once the theme is articulated, teachers, as individuals and cadres, develop plans that will integrate the theme throughout the curriculum; with assurance that all plans address academic rigor. Reading materials, writing exercises, discussions, art products and media products are blended with prayer, worship and community outreach. There is ubiquitous interdisciplinary activity, which is complemented by inter-grade level activity. Numerous times each year, students and faculty meet as "Faith Families." A Faith Family is a cohort of one teacher and at least one student from each grade level. When Faith families meet, there is always an organized activity related to at least one aspect of our school year theme, and that will include participation by each member of the Faith family. Through this interaction, not only are we fulfilling a core value of our school to support an inclusive, family-oriented community, but students are provided opportunities to demonstrate mastery of the topic at hand.

Item 4:

The St. Austin faculty makes use of a variety of instructional methods and strategies to engage their students. With a sensitivity to the variety of learning styles present in every classroom, and the reality of our world that presents information in a very fast paced and multi-sensory fashion, teachers work to meet the challenge of offering new knowledge and skills through appropriate student-centered learning activities. Student led group discussion, experimentation, simulation and demonstration are consistently used at each grade level; with a minimum of lecture and "worksheets" being used. In addition, regular inter-disciplinary activities are used, blending special area subjects with core curriculum subjects; thus encouraging students to experience learning more globally and less compartmentalized. For example, ROBOLAB (Programmable Lego components) utilizes a team approach to problem solving with computer technology, logical thinking, math skills, language arts skills and engineering principles. ROBOLAB is used in Math, Language Arts and Social Studies classes.

Item 5:

Professional development at St. Austin Catholic School has two major components: One, professional development that addresses particular grade level/teachers' needs, and two, faculty-wide focus areas. Faculty and staff participate in national, state, local and campus programs that correlate to the defined focus areas. Beginning last year, for example, one focus area is Reading/Language Arts. The decision was made that our school would adopt the *6 Traits of Writing* model. One teacher was selected to attend special train-the-trainer conferences, and this teacher has assumed the role of lead teacher for English/Language Arts in our school. This lead teacher bears the responsibility to coordinate professional development as it relates to Language Arts, whether it be on campus or teachers attending training off campus. At the same time this lead teacher coordinates meetings and discussions surrounding Language Arts curriculum alignment between grade levels, always being aware of NCTE standards. When a teacher attends a professional development conference off campus, it is understood that this teacher will share what they have learned with all faculty, during a scheduled faculty meeting, and show ways this information may be integrated into our curriculum. In most cases, every attempt is made to have at least two teachers attend the same off-campus professional development conference. For St. Austin Catholic School, this strategic and coordinated professional development plan provides a framework for a unified and consistent understanding of faculty and student outcomes, and the wherewithal to achieve these outcomes.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Diocese / National Catholic Educational Association (NCEA)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ 3,850.00 \$ 3,850.00 \$ 3,850.00 \$ 3,850.00 \$ 3,850.00 \$ 3,850.00
K 1st 2nd 3rd 4th 5th

\$ 3,850.00 \$ 3,850.00 \$ 3,850.00
6th 7th 8th

\$ \$
12th Other

4. What is the educational cost per student? \$6,250.00
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1904.76

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS
With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 1 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	87	87	82		
Number of students tested	25	28	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. HISPANIC (specify subgroup)	78	85	81		
Number of students tested	9	7	3		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 1 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	76	74	76		
Number of students tested	25	28	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	75	75	74		
Number of students tested	9	7	3		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 2 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	86	86	83		
Number of students tested	23	19	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	76	83	79		
Number of students tested	8	5	8		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 2 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	85	84	56		
Number of students tested	23	19	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	86	75	54		
Number of students tested	8	5	8		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 3 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	87	78	81		
Number of students tested	21	26	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	89	76	99		
Number of students tested	4	6	2		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 3 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	78	74	70		
Number of students tested	21	26	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	76	63	98		
Number of students tested	4	6	2		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 4 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	91	91	93		
Number of students tested	22	23	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	84	99	84		
Number of students tested	9	2	8		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 4 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	91	93	92		
Number of students tested	22	23	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	86	97	87		
Number of students tested	9	2	8		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 5 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	88	86	75		
Number of students tested	22	28	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	97	74	72		
Number of students tested	2	7	5		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 5 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	89	89	87		
Number of students tested	22	28	22		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	95	80	75		
Number of students tested	2	7	6		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 6 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	92	82	85		
Number of students tested	28	26	22		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. HISPANIC (specify subgroup)	84	78	75		
Number of students tested	8	9	5		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 6 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	90	89	89		
Number of students tested	28	26	22		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. HISPANIC (specify subgroup)	85	82	72		
Number of students tested	9	9	5		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 7 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	82	87	83		
Number of students tested	26	21	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	76	72	76		
Number of students tested	9	5	8		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 7 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	91	86	84		
Number of students tested	26	21	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	84	62	77		
Number of students tested	9	5	7		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Reading Grade 8 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - READING					
Total Score	88	84	87		
Number of students tested	21	23	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	68	72	80		
Number of students tested	4	6	6		

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

With Subgroups

ST. AUSTIN CATHOLIC SCHOOL

Subject Math Grade 8 Test Stanford Achievement Test – 9th Edition

Edition/Publication Year Form S / 1995 Norms Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles ☒ X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March		
SCHOOL SCORES - MATH					
Total Score	85	82	92		
Number of students tested	21	23	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>HISPANIC</u> (specify subgroup)	56	73	79		
Number of students tested	4	6	6		